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Modern Pedagogical Technologies in Education and Training of Children in School Educational Institutions

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ANNOTATION: The article discusses modern effective pedagogical technologies used in the work of preschool education. The relevance of the use of modern innovative technologies in the activities of preschool education institutions is justified. Here is a list of the most up-to-date innovative technologies used in the activities of preschool education institutions. Concepts such as "innovative technology" and "pedagogical technology" will be considered. The essence of these technologies and the purpose of their application are explained. A conclusion is drawn on the need for effective use of these technologies in preschool education. The forms, methods, classifications of the types of technologies used by kindergarten teachers are described.

KEY WORDS: school education, pedagogical technologies, digitization, technology, portfolioXXI asrni haqli ravishda inson faoliyatining eng xilma-xil sohalariga faol joriy etilayotgan innovatsion texnologiyalarning gullab-yashnagan asri deb hisoblash mumkin va ta'lim, tabiiyki, ular orasida eng muhimlaridan biriga aylanadi.

Innovative technologies are one of the foundations of the functioning of social processes, as well as a condition of the relationship between them. Through the global network, the information space expands human capabilities, allows to overcome geographical and political boundaries, makes world cultural values open for everyone to reflect on, and "visualizes" the sphere of human life. The speed of the spread of information flows leads to the complete digitization of the processes of social life of individuals and the growth of education. The change in cultural paradigms is happening before our eyes in real time.

- The main events that define a single modern digital culture include all types of personal computers and digital devices:
- Internet;
- Artificial intelligence;
- Systematic and practical applications;
- Computer graphics and virtual reality systems;
- digital formats of traditional means of communication (books, photos, audio and video recordings, digital television, etc.);
- Computer games;
- Technological art.

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Today, education continues on its path of reform: educational standards are changing, new technologies are being introduced, and levels of education are being reformed. For example, elementary school became a four-year school, and graduate school ceased to be postgraduate education, becoming the third stage of undergraduate and postgraduate education.

Among the supporters of reform and innovation are innovators, innovative teachers, who not only strive to keep pace with the times, but also promote and implement new trends in the development of education, its advanced technologies, ideas for improvement. joined the ranks of the people. rather, it seeks to keep pace with the times with its passion and activism. Infect others, lead. At the same time, an important part of the professors has joined the ranks of overt or covert rivals of all new things. And that explains a lot. The purpose and essence of the innovations being implemented, as well as their positive impact and prospects for their implementation, are not always understood. Forms cause fatigue and insecurity among teachers in an environment that lasts for decades. But to be fair, there is another side to the medal of resistance to innovation. The Bologna process and higher education reform “shook the boat” that had previously sailed peacefully. Innovations in many ways have disrupted the stability of the pattern that has existed for many years. From point A to point B and back, the usual long-distance and sometimes long-distance traffic was disrupted. Against this background, the boundary between stability and stagnation has long been blurred, with one passing over the other. As the researchers point out, the manifestation of resistance to innovation can be defined as “rejection of innovation, fear of innovation, overt or covert suspicion of innovation, unwillingness to derail” [1].

It is not possible to accurately or negatively assess the consequences of digitization. They clearly define the tasks that are relevant to the education system of the “next” generation, which is closest to the generation being brought up in the figure, the tasks related to the preservation and transmission of traditional European values, in our opinion. Digital technologies, digitization, and mass digitization of cultural heritage do not in themselves lead directly to digital culture as a direct personal component to a type of culture in the traditional sense: culture may or may not take shape [2].

Clearly, innovative processes at the current stage of development of society primarily affect the pre-school education system as an initial stage of unlocking a child’s potential abilities. The development of preschool education, the transition to a new level of quality is impossible without the development of innovative technologies.

Undoubtedly, innovations define new methods, forms, tools, technologies used in pedagogical practice, aimed at the development of the child's personality, his abilities. However, modern pedagogical technologies in preschool education are aimed at implementing state standards of preschool education. Therefore, the main task of preschool teachers is to choose methods and forms of organization of work with children, innovative pedagogical technologies that best fit the set goal of personal development.

Undoubtedly, the most important aspect of pedagogical technology is the role of the child in the educational process, the attitude of adults to the child. When communicating with children, adults follow the situation: "Not next to him, not on top of him, but together!". After all, its purpose is to contribute to the development of the child as a person. What does the term “technology” itself mean?

Technology is a set of techniques used in any business, skill, art [4].

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Pedagogical technology - a set of psychological and pedagogical relations, forms, methods, teaching methods, educational tools; is a tool of the pedagogical process [5].

Pedagogical technology is a systematic set and order of operation of all personal, instrumental and methodological tools used to achieve pedagogical goals [6].

G.K. According to Selevko, any pedagogical technology must meet some basic methodological requirements:

1. Conceptualism refers to the reliance on a particular scientific concept, including the philosophical, psychological, didactic, and socio-pedagogical justification for achieving educational goals.

1. Consistency includes the existence of all the features of the system: the logic of the process, the connection of all its parts, the integrity.

2. Controllability allows for goal setting, planning, design of the learning process, step-by-step diagnostics, identification of various tools and methods to correct the results.

3. Efficiency is a guarantee of economic efficiency, the achievement of a certain standard of education.

4. Reproduction implies the possibility of using pedagogical technology (repetition, reproduction) in other similar educational institutions, in other disciplines [7].

Based on the analysis of various definitions and descriptions of the essence of pedagogical technology, the following basic definition can be adopted: , content, forms, methods, tools, results and tasks, conditions of the organization. The main criteria of pedagogical technology can be classified for various reasons:

- Healthy technologies;
- Technology of project activities;
- technology of research activities;
- Information and communication technologies;
- Preschool and educator portfolio technology;
- TRIZ technology;
- Theme development environment technology.

Health-saving technologies. The goal of health-saving technologies is to enable the child to maintain health and develop the knowledge, skills, and abilities necessary for a healthy lifestyle.

In modern conditions, human development is impossible without creating a system to shape his health. The choice of health-saving pedagogical technologies depends on:

1) by type of preschool educational institution;

2) the length of the children's stay there;

3) from the program in which teachers work;

4) specific conditions of the Volga Federal District;

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5) professional competence of the teacher;

6) indicators of children's health.

All health technologies can be divided into 3 groups:

- technologies for maintaining and strengthening health;
- technologies for teaching a healthy lifestyle;
- Correction technologies.

A teacher who cares about the health of the child, the culture of child and parental health, first of all, must be healthy, have valeological knowledge, not overwork, be able to objectively assess its advantages and disadvantages . with professional activity, create the necessary independent action plan - correct and move on to its implementation.

Project activity technologies. The goal is to develop and enrich the social and personal experience by bringing children into the realm of interpersonal interaction.

Teachers who actively use project technology in the upbringing and education of preschool children unanimously emphasize that the life activities organized in the kindergarten allow them to get to know the students better, to penetrate into the inner world of the child.

In addition, it includes a classification of training projects:

- "Game";
- “Excursion”;
- “Story”;
- “Constructive”.

Research activity technology. The purpose of research in kindergarten is to form the main competencies of preschool children, the ability to learn the type of thinking.

The content of cognitive research activities includes: experiment (experiment), collection (classification work), information and communication technologies.

The developing world of the modern child is radically different from the world in which the parent grew up. As the first link of continuing education, it sets new qualitative requirements for preschool education: teaching using modern information technologies (computer, interactive whiteboard, tablet). Obviously, there are requirements for computer programs for preschool education.

Advantages of the computer:

- playful presentation of information on a computer screen;
- carries a type of figurative information that is understandable for preschool children;
- movement, sound, animation attract the child's attention for a long time;
- has the ability to stimulate children's cognitive activity;
- provides an opportunity to individualize teaching;

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- the self-confidence of the preschool child develops in the course of their activities on the computer;
- Allows simulation of life situations that cannot be seen in daily life.

Preschool educator technology portfolio. A portfolio is a child's personal achievements in various activities, his or her accomplishments, positive emotions, the opportunity to recreate pleasant moments in his or her life, which is a type of child development.

The portfolio creation process is a type of pedagogical technology.

The portfolio options are many. The content of the sections is gradually supplemented according to the capabilities and achievements of the preschool educator. Modern educational technology needs a new type of teacher:

- creative thinking,
- availability of modern educational technologies;
- methods of psychological and pedagogical diagnostics;
- ways to self-build the pedagogical process in the context of specific practical activities;
- Ability to predict your end result.

The portfolio allows you to take into account the results achieved by the teacher in different types of activities (educational, educational, creative, social, communicative) and is an alternative form of assessing the professionalism and effectiveness of the teacher.

TRIZ technology. Scientist-inventor T.S. created by TRIZ (Inventive Problem Solving Theory). Altshuller. The main goals of TRIZ teachers are: - to form creative thinking in children, that is, to cultivate a creative personality prepared for the sustainable solution of non-standard tasks - standard tasks in various areas of activity. The TRIZ method can be called a school of creative personality because its motto is creativity in everything: in formulating the question, in the ways of solving it, in presenting the material. Often, the teacher conducts triz-studios without even knowing it.

The main task of using TRIZ technology in preschool is to instill in the child the joy of creative discovery.

The main criterion when working with children is clarity and simplicity in presenting the material and forming a complex looking situation. There is no need to accelerate the introduction of TRIZ without children understanding the basic rules using the simplest examples. Fairy tales, gambling, everyday situations - this is an environment where the child learns to apply Triz's solutions, the tasks facing him. When contradictions are identified, it itself seeks an ideal result using many resources [8].

Technology to create an environment that develops the theme. The environment in which a child is located in many ways determines the pace and character of his development and is therefore considered by many educators and psychologists as a factor in the development of the individual. The environment should perform educational, developmental, nurturing, motivating, organizational, communicative functions. But most importantly, it must work to develop the child's independence and initiative.

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Thus, the introduction of innovations requires the formation of certain competencies from the participants of the educational process. The development of an e-learning course, the content of which includes the formation of the teacher's "digital competence": each element of the interaction "preschool child - content" is not only clearly built, but also technologically should be developed in terms of. All of this requires significant ‘reconstruction’, continuing education and teacher self-education, focusing on the development and application of a new technological tool.

The psychological side of the issue should not be overlooked: when difficulties arise, problems of psychological barriers can arise at every stage of innovation and lead to the abandonment of innovation. Therefore, when embarking on this path, it is important to consider the issue of professional support for the implementation process.

Access to the digital environment is an inevitable reality of our time. This happens long before the person realizes his or her professional interests and inclinations.

Undoubtedly, the introduction of educational technologies in preschool education is especially needed in the new socio-economic conditions associated with the modernization and technologicalization of the educational space, the introduction of state educational standards.

In any case, today the main goal of educational activity as a social phenomenon can not be achieved outside the "technological" field - in the field of professional pedagogical activity, consistent with modern scientific views.

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